DOCUMENT RESUME

ED 056 679 JC 710 257

AUTHOR Bloom, Karen L.; And Others
TITLE Goals and Ambivalence: Faculty Values and the Community College Philosophy.
INSTITUTION Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
REPORT NO R-13
PUB DATE Nov 71
NOTE 60p.
AVAILABLE FROM The Center for the Study of Higher Education, 123 Williard Building, Pennsylvania State University, University Park, Pennsylvania 16802 (Limited supply available, free of charge)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Community Colleges; *Educational Philosophy; Faculty; *Goal Orientation; Institutional Role; *Junior Colleges; Organizational Climate; Role Conflict; *Teacher Attitudes; Teacher Characteristics; *Teacher Motivation
IDENTIFIERS *Pennsylvania

ABSTRACT

Whether community college education will successfully meet its comprehensive goals obviously depends on many factors. A vital one is the faculty and how well they support the college's mission, and if they do not, why not? Prior empirical evidence generally indicates ambivalence in faculty views. This report attempts to measure the extent of agreement with the college philosophy among faculty members in three Pennsylvania colleges with 2-year programs. Answers to a questionnaire sent to a random faculty sample indicate that community college faculty were somewhat more positive to the philosophy than were junior college and commonwealth campus faculty, but, in general, faculty are ambivalent, in their support of their institutions. Sources of ambivalence in the faculty member's milieu are his personal perceptions of the college goals, the behavior and attitudes of the group, and values derived from past experiences. Interaction of these often conflicting forces causes confusion and ambivalence toward the goals of the community college. The college must find ways to reduce such incongruences. To achieve goal compatibility, colleges might well (1) review their recruiting policies; (2) accept and appreciate diversity in faculty behavior; and (3) understand the need for diversity in faculty philosophy among the three types of institution, for each serves a unique clientele and purpose. Educating faculty to 2-year college goals should ideally precede their appointment, and a pre-service summer institute is recommended. (MN)

ED056679

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Goals and Ambivalence: Faculty Values and The Community College Philosophy

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JC 710 257

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

Center for the Study of Higher Education
Report No. 13

November 1971

The Pennsylvania State University
University Park, Pennsylvania

The naming of authors has been alphabetical and in no way designates order of authorship.

ACKNOWLEDGEMENTS

The investigators wish to express their appreciation to the many persons who participated in the pretest phase of this study and to the more than 250 two-year college faculty who responded to the instrument.

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THE COMMUNITY'S COLLEGE

Introduction

The two-year college* is the college of the community. It is the institution of higher education to which citizens point with pride as *their* institution. It had its beginnings in the mid-1800s, as a place where the more academically oriented youngsters could complete the freshmen and sophomore years of baccalaureate education while living at home. While in that stage of its historical development, the junior college was not a particularly distinctive institution, but rather sought to emulate nearby four-year colleges or universities. During the second and third quarters of the twentieth century, the two-year college came into its own as a major contributor to meeting increasing national demands upon higher education.[1] It was during this period, particularly since World War II and the "GI Bill," that the two-year college primarily came to serve local needs. The influence of two-year colleges has

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*The term two-year college is used in this paper as a generic title for those institutions which offer one- and two-year, post-secondary curricula. Often the terms "community college" and "junior college" are used interchangeably.

[1]Angelo C. Gillie, *Occupational Education in the Two-Year College* (University Park: The Center for the Study of Higher Education, The Pennsylvania State University, 1970a).

steadily grown stronger during the past two decades and so has the philosophy that sets it apart from both secondary schools and four-year colleges.

The transition of the community college from the "feeder school" role to its present distinctive, substantial role of serving the diverse educational needs of the community is reflected in the fact that there are presently about 1,100 such institutions serving about 2.5 million students of varied backgrounds.[2] The institution's popularity is probably based upon economic as well as philosophic reasons: as the costs of higher education have risen, more students have been forced to economize by attending colleges near their homes; and legislators, members of congress, and members of local education boards have found these institutions to be relatively economical to operate, as well as egalitarian in philosophy. As a result they have come to support them rather generously.

The evolved ideological components of what is referred to here as the community college philosophy are broadly reflected in the

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[2]William A. Harper, *1971 Junior College Directory* (Washington, D.C.: American Association of Junior Colleges and the Eric Clearinghouse for Junior Colleges with assistance from the Research Division, National Education Association, 1971).

literature.[3] The philosophy's principal features are a commitment to offering comprehensive curricula (transfer, general, occupational, part-time, and evening); serving students with wide ranges of interests, ages, and abilities; maintaining flexibility with respect to the needs of the community; and working toward excellence in teaching, rather than the pursuit of knowledge that characterizes the university. Whether community college education will successfully meet these comprehensive goals is obviously dependent upon a great number of factors. This investigation focuses upon one vital factor--the faculty.

Leaders of the community college movement have maintained that realization of goals is contingent upon the support of the faculty.

> It is considered imperative by the movement leadership that junior college faculty accept the philosophy and purpose as defined by the normative consensus because...

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[3]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., *The Two-Year College: A Social Synthesis* (Englewood Cliffs: Prentice-Hall, 1956), pp. 135-136; Kenneth A. Brunner, "Historical Development of the Junior College Philosophy," *Junior College Journal* 40, no. 7 (1970) :30-34; Leland L. Medsker, *The Junior College: Progress and Prospect* (New York: McGraw-Hill, 1960); Leland L. Medsker and Dale Tillery, *Breaking the Access Barrier: A Profile of Two-Year Colleges* (New York: McGraw-Hill, 1971); and Roger Yarrington, ed., *Junior Colleges: 50 States/50 years* (Washington, D.C.: American Association of Junior Colleges, 1969).

> their perceptions and attitudes will inevitably exert a major influence on the course of these institutions and their educational effectiveness.[4]

Or, to paraphrase a famous higher education quote, "The faculty *is* the institution."

It therefore follows that it is important to ascertain the extent to which two-year college faculty members support the mission of their institutions, and to the extent that they do not, why not? Such are the purposes of this paper.

The Empirical Evidence: A Picture of Ambivalence

Opinions and reports vary as to the extent of faculty support for the community college philosophy. Some observers have taken the position that two-year college teachers "are hearty in their endorsement of the philosophy of the junior college as a flexible institution."[5] Similarly, in a preliminary survey for the American Association of Junior Colleges, Garrison visited twenty community colleges of varying sizes and locations and interviewed over 500 instructors. He concluded that as a whole, faculties

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[4]James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept by the Public Junior College Faculty" (Ph.D. diss., Florida State University, 1969), p. 19.

[5]K. Patricia Cross, "The Quiet Revolution," *The Research Reporter* 4, no. 3 (1969) :1-4.

were excited by the challenges of teaching in such comprehensive institutions. Their major concern was not with opposition to community college goals, but with how to continue one's professional growth within the community college world.[6]

More common in community college literature, however, is the assertion that there are dichotomous points of view among faculty members concerning the goals of community college education. Whether the dichotomies are stated as "liberal vs. conservative,"[7] "realism vs. rationalism,"[8] "student-oriented vs. subject-oriented,"[9] "establishment vs. academic faculty,"[10] or "community college philosophy vs. four-year college approach," the underlying question is the extent of faculty support for advertised goals of the

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[6]Roger H. Garrison, *Junior College Faculty: Issues and Problems, A Preliminary National Appraisal* (Washington, D.C.: American Association of Junior Colleges, 1967).

[7]Blocker, et al., *The Two-Year College*, pp. 135-136.

[8]James W. Thornton, Jr., *The Community Junior College*, 2nd ed. (New York: John Wiley and Sons, 1966), pp. 4-7.

[9]Earl Koile and Diane Wolfe Tatem, "The Student-Oriented Teacher," *Junior College Journal* 36, no. 5 (1966) :24-26, and Norman L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," *Sociology of Education* 40 (1967) :231-245.

[10]Norman L. Friedman, "Comprehensiveness and Higher Education: A Sociologist's View of Public Junior College Trends," *AAUP Bulletin* 52 (1966) :417-423.

community college. Do two-year college faculty members heartily endorse the community college philosophy as Cross would have us believe? Or does substantial opposition exist? Although this question has not been directly answered previously, some related evidence is available.

One index of the extent of faculty satisfaction with two-year college goals (i.e., the community college philosophy) is the willingness to remain in two-year college teaching positions. Although this index is limited because persons may support the community college philosophy while preferring another kind of institution for themselves, the index does provide an indication of sorts.

Results of several studies have indicated that a substantial portion of junior college teachers would prefer a different kind of position. Questionnaire responses from faculty members of Minnesota's institutions of higher education revealed that only 31 percent of junior college respondents were "very satisfied" with their careers as compared to 50 percent of the four-year college respondents. Two-thirds of the junior college sample would again choose a junior college teaching career, but 14 percent of the sample "felt that they would definitely choose some other field of work."[11] These findings are informative, and they

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[11]Ruth E. Eckert and John E. Stecklein, "Career Motivations and Satisfactions of Junior College Teachers," *Junior College Journal* 30, no. 2 (1959) :83-89.

indicate considerable faculty ambivalence. Personal institutional goal compatibility--the focus of this investigation--is, however, just one aspect of job satisfaction.

In a more closely related study, Medsker concluded from a national survey of two-year colleges that "the responses on preference do not reflect as high a degree of enthusiasm for the junior college on the part of its professional staff as would ordinarily be presumed."[12] Thirty-seven percent of the 3,282 respondents preferred that their institution become a four-year college, and 35 percent would send a competent son to a four-year college rather than to a junior college--presuming personal funds were sufficient. Fifty-two percent would prefer to teach in a senior college. These results indicate that the faculty questioned personally preferred four-year institutions to two-year colleges.

Other investigations have yielded similar findings. Clark found that six out of ten of the teachers at San Jose Junior College would prefer to teach in a senior college.[13] Siehr's et al. survey of 429 junior colleges found that one-third of the 2,783 respondents planned to remain in junior college teaching. One-quarter of his

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[12]Medsker, *Profile of Two-Year Colleges*, p. 176.

[13]Burton R. Clark, *The Open Door College: A Case Study* (New York: McGraw-Hill, 1960).

sample openly aspired to senior college teaching.[14] In summary, these studies suggest that there is a substantial proportion of two-year college faculty who for some reason aspire to other positions.

The relationship of these findings to faculty acceptance of the community college philosophy appears to have been somewhat overstated by the investigators or by those who have cited their findings. Though none of these studies directly assesses the question of institutional-goal compatibility, they may seem to provide answers for it. *These studies generally indicate considerable ambivalence in faculty views.*

There are many reasons why an individual might prefer to teach in a four-year college and still agree with the goals of two-year institutions. Higher income, greater prestige, lighter teaching loads are only a few of the presumed advantages. One might desire these things for himself and yet strongly endorse the egalitarian objectives of the two-year college. Though Medsker's data appear to be related to faculty acceptance of the community college philosophy (certainly more so than the other surveys), again, one might heartily support the philosophy and still prefer that his institution become four-year. In other words, philosophic views are

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[14] H.E. Siehr, et al., *Problems of New Faculty Members in Community Colleges* (Washington, D.C.: American Association of Junior Colleges, 1963).

not synonomous with views on a specific matter. On the other hand, the findings of Siehr et al. might easily be explained away by reference to the phenomenon of personal goals readjustment, a process that most of us seem to undergo periodically. What we need to know is the extent of agreement with the community college philosophy among faculty members who are in fact teaching there.

The conclusion drawn from related research is that, although faculty views on the community college philosophy are important if not crucial to smoothly operating community colleges, the extent of faculty agreement with the philosophy has not been directly assessed. The next section of this paper reports the findings of an effort to gain such information.

Ambivalence on the Question of Goals: Findings in Pennsylvania

The effort described herein was an attempt to measure the extent of agreement with the community college philosophy among faculty members of three kinds of Pennsylvania colleges that offer two-year programs. The population of this study was limited to faculty from the community colleges, private junior colleges, and The Pennsylvania State University's Commonwealth Campuses, because most two-year college students in the state are enrolled in these types of institutions. (Appendix A describes these institutions in some detail.)

Questions of secondary interest involved the relative extent of agreement with the community college philosophy among faculty members, considering certain demographic variables and the various institutional types which they represented. Considering the missions of the various institutions, it was predicted that of the three kinds of institutions, community colleges would show the most favorable faculty attitudes toward the community college philosophy. Also the work of Patterson suggested that younger faculty members, vocational technical faculty members, and those not holding doctorates would tend to show the most supportive attitudes.[15]

A mail questionnaire was designed to reflect the major components of the community college philosophy. (The instrument is located in Appendix B along with a discussion of related methodological questions.) A random sample of 100 faculty members was drawn from the total faculty in each of the three institutional categories. An 86 percent return was gained utilizing systematic follow-up techniques as set forth by Leslie.[16]

Faculty members, as a total group, showed a slightly positive reaction to the community college philosophy. Responding on a six-point Likert Scale, where 6.0 corresponds to strong agreement,

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[15]Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Toward Educational Issues" (D.Ed. diss., The Pennsylvania State University, 1970).

[16]Larry L. Leslie, "Obtaining Response Rates to Long Questionnaires," *Journal of Educational Research* 63 (1970) :345-350.

3.5 is a neutral score, and 1.0 indicates strong disagreement, the mean score for the entire group for all twenty-five items was 3.8. The total response, therefore, was clearly not strongly positive. On fifteen items faculty scores were significantly positive, and on six items faculty scores were significantly negative. (See the questionnaire in Appendix B.)

As theorized, community college faculty were somewhat more positive as to the community college philosophy than were junior college and Commonwealth Campus faculty members. It should be noted, however, that the differences were small. The means on the one-to-six Likert Scale by college group were: community college faculty = 4.0, Commonwealth Campus faculty = 3.7, and junior college faculty = 3.7.

In order to increase the "interpretability" of the instrument, a factor analysis was performed on responses to twenty-two of the twenty-five items.* The factors** are described as follows:

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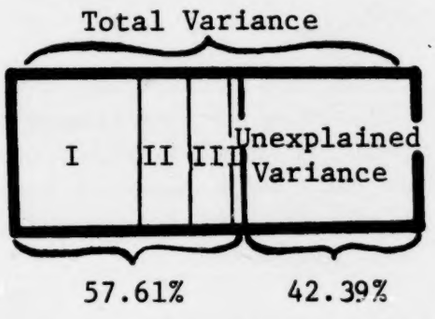
*Three items were eliminated after an item analysis.

**The three factors presented here account for 92.55 percent of the total explainable variance, which was 57.61 percent of all possible variance. In other words, these three factors account for 92.55 percent of 57.61 percent, or 53.32 percent of the total variance.



Factor I: Standards (51.47 percent of the explainable variance)

Individuals obtaining high negative factor scores are those concerned with the standards of their institution. They feel that two-year institutions are too much like high schools and that admissions and grading standards should be more competitive than they are. These respondents feel the faculty is too concerned with keeping students in school instead of weeding out poor students. They believe that the present student body detracts from the institution. There is a hint in this factor that the faculty it describes prefers academic curricula, academically oriented students, and feels that the vocational student only detracts from the school. In summation, the standards factor seems to describe the two-year college faculty that is somewhat oriented toward the senior college-university mode of higher education.

Factor II: Goals (20.52 percent of the explainable variance)

A high positive factor score describes the individual who feels that responsiveness to the needs of the community is a primary responsibility of the two-year college. This includes open admissions and "institutional offerings heavily balanced in favor of occupational programs" and the offering of "lower level skill curricula." There is an element of the "anti-academic" in this factor. Furthermore, there is some implication that faculty with a positive factor score oppose the inclusion of more academic curricula and feel that their institution should not be oriented toward the transfer student. A high positive factor score thus describes the faculty member who sees occupational program offerings and community service as important goals for the community college.

Factor III: Faculty Role (20.56 percent of the explainable variance)

A positive score here indicates an opposition to research and publishing as requirements to faculty promotion. Some anti-academic items contribute slightly to this factor. This factor may have been clearer had an item concerned with the importance of the quality of teaching performance in two-year colleges been included.

Again considering the entire sample, faculty members shared the community college philosophy in regard to Factors I (Standards)

and III (Faculty Roles), although agreement was "with reservation" and they were ambivalent on Factor II (Goals).

Secondary to investigating the attitudes of two-year faculty in general, was an examination of the differences within the population. Faculty views on Factors I, II, and III were compared on the basis of institutional type, age, highest degree held, and faculty reference group. (See Appendix C for ANOVA Table.)

As indicated in Table I, it was found that community college faculty were more positive (i.e., above the mean) toward Factor II (Goals),*

TABLE I

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO INSTITUTIONAL TYPE

Type of Institution	N	%	Means**		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. Commonwealth Campus	93	36.1	0.0447	-0.4247	-0.0268
B. Community Colleges	85	32.9	-0.0769	0.8140	0.0136
C. Private Junior Colleges	80	31.0	0.0298	-0.3711	0.0167

*Refer to the description of factors for interpretation.

**Factor scores have been standardized to a total group mean of 0.0 and a standard deviation of 1.0. A positive mean factor score for a subgroup indicated that the subgroup attitude lies within the positive half of the distribution--i.e., the subgroup attitude is more positive toward the community college philosophy than the mean attitude of the total group.

than were Commonwealth Campus faculty and faculty of private junior colleges--i.e., community college faculty members felt most strongly that service to the community was an appropriate goal for the two-year college. No significant differences among institutional type were found for factor scores on Factors I and III.

Table II presents the factor scores for the three age groups in the sample. It was found that the group of persons aged thirty or less was significantly less concerned with standards (Factor I) than were the older age groups. There were no significant differences among ages for Factors II and III.

TABLE II

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO AGE

Type of Institution	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. 30 and under	76	29.5	0.2863	0.0104	-0.1305
B. 31 - 49	134	51.9	-0.0685	0.0271	0.0237
C. 50 and over	48	18.6	-0.2621	-0.0918	0.1405

Faculty members holding a doctorate were compared with persons in all other degree categories. It was found that holders of the doctorate degree were significantly more negative toward Factor II (Goals) than were the other four groups. Refer to Table III.

TABLE III

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO DEGREE HELD

Type of Institution	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. No Degree	8	3.2	0.6237	-0.1899	0.0819
B. Associate	5	1.9	0.0900	-0.5391	0.0590
C. Bachelor's	29	11.2	-0.0397	0.1655	-0.0921
D. Master's	182	70.5	0.0662	0.0083	0.4304
E. Doctorate	34	13.2	-0.0936	-1.7288	0.0024

Faculty members identifying with vocational technical education were compared with those identifying with liberal arts programs. Table IV illustrates that faculty members citing vocational-technical faculty as their reference group were positive toward Factor II (Goals), whereas those identifying with liberal arts were negative. No other comparisons yielded significant differences.

TABLE IV

STANDARDIZED MEAN FACTOR SCORES FOR THREE FACTORS ACCORDING TO REFERENCE GROUP

Type of Institution	N	%	Means		
			Factor I Standards	Factor II Goals	Factor III Faculty Role
A. Vocational-Technical Faculty	79	30.6	-0.0626	0.4843	0.0611
B. Liberal Arts Faculty	136	52.7	0.1034	-0.4363	-0.0918
C. Neither	43	16.7	-0.2120	0.4903	0.1780

In summary, teaching in a *community college, not holding a doctorate* and identifying with *vocational-technical education* all contributed to a positive attitude toward community service goals, while being *under 30* years of age, contributed to a "softer" attitude toward college standards. Hence, Patterson's findings were supported. It is interesting to note that no significant differences occurred in any of the treatments of Factor III (Faculty Role). All seemed to be in about equal agreement that degrees held and research published should not be a requisite to promotion in the two-year college system.

Summary

Most studies of this sort have examined differences within the two-year faculty population without considering the group as a whole. Other studies have skirted the primary question by assessing indirectly related evidence. Therefore, normative data regarding specific responses by the total faculty to acceptance of the community college philosophy has been lacking. This study attempted to answer the basic question of the extent of general faculty agreement with the community college philosophy before proceeding to an examination of faculty group differences.

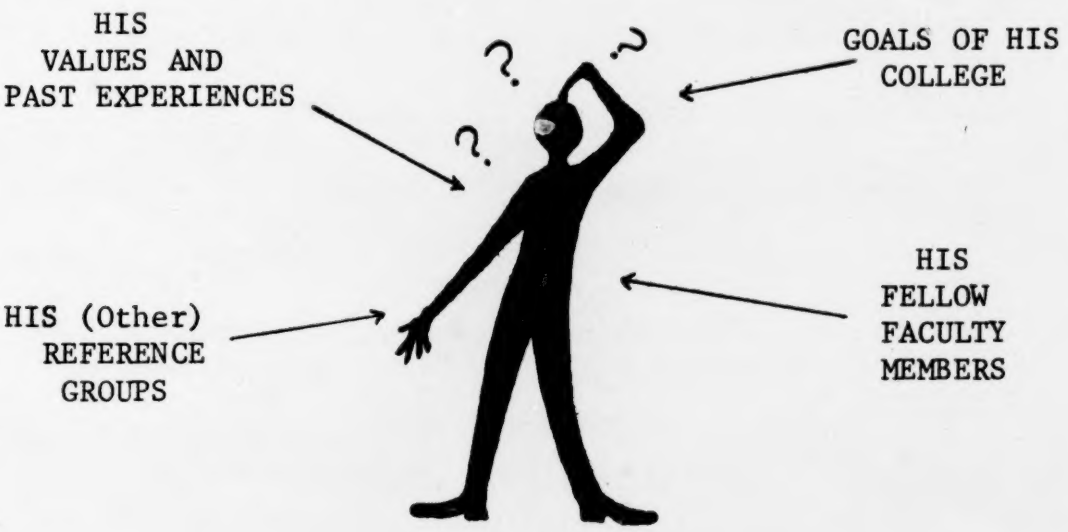
As measured by responses to a survey of Pennsylvania two-year college faculties, reserved agreement with the community college philosophy was found. This agreement was most clearly revealed by responses to items composing the Standards Factor and the Faculty Role Factor. Thus it was indicated that faculty members are in slight agreement with leniency in admissions and grading standards and diversity in program offerings and are opposed to a research and publishing reward system for faculty.

On the basis of this research and accounts of related research in the literature, the investigators' general conclusion is that faculty are ambivalent in their support of their institutions. The empirical portion of this research reveals a lack of consensus among the two-year faculty members queried, relative to those

aspects of the community college philosophy touched upon in the questionnaire. In those cases where the responses were supportive of the community college philosophy, they were only mildly so. This finding is consistent with the results of previous related research.

SOURCES OF AMBIVALENCE

Human beings as social animals experience distinct discomfort when they feel they are doing something they should not, or are not doing something they feel they should. The limits of "shoulds and should-nots" are matters of social and individual control that vary from situation to situation. In examining the milieu of the two-year college faculty member, it would appear that the "shoulds and should-nots" are influenced by four major forces: his perceptions of the goals of his institution, his perceptions of the implications of the behaviors and attitudes of those faculty members with whom he associates daily, his perceptions of the behaviors and attitudes characteristic of members of his reference groups (including his own faculty), and the values and perspectives derived from his past experiences. The individual finds himself in a serious predicament when these four forces demand



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different behaviors of him. He experiences some degree of uncertainty as to the nature of his role. "Conceptually, [role] conflict refers to expectations which are not simply different, but which are, in some way, incompatible and mutually contradictory."[17] In this section the four forces of influence shall be examined for inconsistencies in the demands they place upon the two-year college teacher as he performs the tasks of his role.

Institutional Goals

Two-year colleges are organizations, and "organizations are social units which pursue specific goals; their very *raison d'etre* is the service of these goals."[18] Every individual member of the organization is expected to contribute to the achievement of organizational goals. The community college philosophy is an expression of the organizational goals of two-year colleges. Faculty members are expected to act in consonance with this philosophy; that is, they are expected to take part in activities which contribute to comprehensiveness in curricula and types of students served. However, the nature of the institutional goals

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[17] W. W. Charters, Jr., "The Social Background of Teaching," In *Handbook of Research on Teaching*, edited by N. L. Gage (Chicago: Rand McNally, 1963) p. 795.

[18] Amitai Etzioni, *Modern Organizations* (Englewood Cliffs: Prentice-Hall, 1964), p. 5.

themselves may cause confusion and faculty role conflict. For example, Dale Tillery has observed that the differential demands upon the teacher caused by attempting to serve a diverse student body can create difficulties in role definition.[19]

Daily Associations

In his daily activities the two-year college teacher will most likely be substantially influenced by his colleagues. This influence may be detrimental to the institution's goals. Morrison found that interaction with a faculty that is student-oriented increases the likelihood that student orientation will be seen as an integral part of the teaching role.[20] One would assume that the reverse is also possible--that association with a discipline-oriented faculty would increase discipline orientation. In this case a faculty member whose past educational experiences inspired a discipline orientation would have his values reinforced by his peers, increasing the possibility of conflict with the goals of the comprehensive two-year college.

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[19]Dale Tillery, "Academic Rank: Promise or Peril?" *Junior College Journal* 33, no. 6 (1963) :6-9.

[20]Morrison, *Relationship of Socialization.*

Reference Groups

All of us have personal goals, whether they are to maintain our current status or to "move ahead." One important determinant of our professional goals is membership in groups which project an image consistent with our image of ourselves. The question for consideration here is whether the two-year college teacher identifies with persons supportive of the community college mission. If not, he is likely to hold the points of view of some external reference group* to which he aspires. Thus attitudes among two-year college teachers will vary as the groups with which they identify differ. The extent of goal conflict will vary accordingly. Medsker suggests some possibilities:

> The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching. A junior college teacher may

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*A reference group is "any group with which a person psychologically identifies himself..." Alfred R. Lindesmith and Anselm L. Strauss, *Social Psychology*, rev. ed. (New York: Holt, Rinehart and Winston, 1966), p. 241.

have many reference points..., each one of which may influence his thinking about the junior college.[21]

It stands to reason that if an individual's reference group is an important part of his identity, he will not wish to offend the values of this group. His conception of the actual behaviors he should carry out daily--his role expectations--will be influenced in part by his perception of the expectations of his reference group. If the demands of his reference group are incompatible with the demands of his organization, again, the result is some degree of incongruence and conflict in role. For example, a two-year college English teacher identifying with traditional liberal arts faculties (reference group) might see his role (role expectation) as teaching a group of college-age youth with academic interests. He might perceive the goals of his institution as educating students who will later transfer to four-year colleges, and thus favor a selective admissions policy. In reality, however, he would be faced with a comprehensive institution with open admissions. Teaching future auto mechanics the rudiments of the English language might be just one result of institutional policy that would lead to role conflict for such a teacher.

Clark suggested that because of a "hidden" community college function, which he labeled "cooling out," any teacher, no matter what his past experiences, colleagues, or reference groups, will

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[21]Medsker, *The Junior College*, pp. 173-174.

suffer some degree of role conflict.[22] The cooling out function requires the two-year college teacher "to help actively in identifying the true transfers and the latent terminal students and in pressuring the latter to recognize their status."[23] This has sometimes been done by passing only students who perform to some specified standard. Faculty members oriented toward scholarship would find difficulty in adapting their roles to students rather than to their disciplines, while student-oriented teachers would find awarding a substantial number of failing grades a difficult requirement of their role. In other words some role conflict, no matter what one's philosophical orientation, appears to be inevitable in many community colleges.

Previous Experiences

Other difficulties arise because of conflicts between institutional goals and the values and perspectives derived from personal past experiences. Two-year college teachers as a whole are educated people. Their values with respect to education are usually based upon several years of study within discipline-oriented collegiate situations. Even faculty members who have

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[22] Clark, *The Open Door College*.

[23] Ibid., p. 123.

had experience in the more "student-oriented" public schools tend to perceive the community college faculty role as being similar to liberal arts college and university faculty roles.[24] Those who teach in vocational-technical programs may be likely to perceive their role more as "college teacher" than as draftsman, mechanic, or body and fender man. The goals of two-year colleges require faculty members to reorient to a student-centered educational atmosphere which runs counter to most previous educational experiences, and often to their previously held roles. Role conflict results.

The educational values of two-year college teachers were examined by Medsker in a national survey of faculty agreement with some selected objectives of two-year college education. He found almost unanimous agreement that the first two years of traditional college education (97 percent) and terminal vocational programs (92 percent) were important goals of junior colleges. A minority opposed more extended objectives, such as remedial high school courses (28 percent), supplementary study in English and math (19 percent), vocational in-service classes for adults (20 percent), general education classes for adults (10 percent), and college support of public forums, plays, or concerts (13 percent). He found that transfer programs were

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[24]Patterson, *An Investigation*.

rated as more important by teachers of academic subjects, and terminal programs were rated more highly by teachers of applied subjects. The transfer (academic) functions of two-year colleges were awarded the most support, probably because of the college education backgrounds of most teachers.[25] One might infer from Medsker's data on the less popular functions that between one-tenth and one-third of two-year college teachers would suffer role conflict if they were asked to perform those functions considered to have no place in the two-year college.

In conclusion it seems that in examining the interaction of four major forces working to shape the roles of two-year college teachers, substantial reason for confusion and ambivalence towards the goals of community college education has been found. Such incongruence and conflict in teaching roles is undoubtedly detrimental to the achievement of the community college goals. The individual may continue to operate in some half-hearted way or he may move on if he can. "The underlying assumption here is that when a person feels great frustration and dissatisfaction because of goal incongruence, he will move to another institution, whereas in situations where he is not much troubled by goal incongruence,

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[25]Medsker, *The Junior College*.

he will remain."[26] The problem facing community colleges, then, is to devise a means of reducing such incongruences between the desires of the faculty and the goals of the organization.

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[26]Edward Gross and Paul V. Grambsch, *University Goals and Academic Power* (Washington, D.C.: American Council on Education, 1968), p. 37.

TOWARD GOAL COMPATIBILITY

Based upon the method of sampling and the high rate of return, it can safely be assumed that these findings are representative of the entire faculty population of these three types of Pennsylvania institutions. Therefore, it appears that the "faculty philosophy" is at serious odds with the "community college philosophy." This is not to say that faculty members strongly oppose the purposes of their institutions; clearly their views are most accurately defined as ambivalent. It is difficult to imagine, however, that two-year colleges can establish and maintain institutional vitality of purpose with only reserved faculty support.

What are the implications of these findings? *First*, two-year colleges might well consider a review of their recruiting policies. They may wish to seek out persons who understand and have internalized the mission of the two-year institution. The data from this study offer a few clues as to the kinds of persons who should be recruited, although the variation among faculty members according to demographic characteristics is fairly small compared to total differences of view. All other factors being equal, however, young faculty, vocational-technical faculty, and nondoctorate faculty are somewhat more likely to support the community college philosophy than their counterparts. At the risk

of building stereotypes, it seems logical to assume that persons who have earned doctorates may tend to subscribe to a senior college or university philosophy; that teachers of academic subjects may tend to identify closely with their disciplines and as a result tend to emphasize intellectual development over personal development, whereas the teachers of "occupational" courses may be more likely to encourage individual development through practical achievements in the classroom and laboratory; that faculty beyond age thirty, who are perhaps more likely to have ego involvement with the institution, may be inclined to uphold those more prestigious aspects of two-year college education. (Of course, this may simply be a reflection of generational differences in values.)

Second, it is perhaps unreasonable or even undesirable to expect that all two-year college faculty members personally behave in such ways as to reflect completely all aspects of the community college philosophy. It would seem that some diversity in faculty behavior is desirable in comprehensive type institution. For example, many persons expressed a deep commitment to teaching and an alienation from the research-publication syndrome, but a few expressed interest in the latter, and research and publishing *is* needed in the two-year college area. Many are temperamentally best suited to teaching the academically oriented

student and experience difficulty (and disenchantment) when their classes are composed of occupational students. Such teachers can contribute to their institution in their own way. However, it is perhaps not unreasonable to expect faculty tolerance for goals at variance with their own, and thus for philosophical acceptance of the tasks that others must perform in a comprehensive institution.

Third, there should be some diversity in faculty philosophies among the three types of institutions because institutional purposes vary. All support goals related to the community college philosophy, but each institution serves a somewhat unique clientele and purpose. The community colleges attempt to minister to a wide range of clients via their low tuitions and layered, diversified curricula. The junior colleges serve a more limited socioeconomic group by virtue of their high tuition, and the Commonwealth Campuses narrow their clientele by their more demanding entrance requirements. Therefore, it is desirable that the various institutions not be carbon copies of each other; diversity is a highly valued characteristic of American higher education.

Recognizing that diversity is a desirable feature of higher education and that not all institutions should mimic Harvard, it is important to develop a pluralistic attitude on the part of faculty members of two-year colleges. There are many worthy

functions to be served by two-year colleges, and serving the traditional transfer student is only one. Pluralism demands tolerance for other missions and a pluralistic faculty is complementary to the pluralistic community college philosophy.

But how should faculty pluralism be established as an overriding philosophy? One means already suggested would be to change methods of selecting faculty, and this holds some promise. The alteration of recruiting practices, however, is not likely to produce conspicuously improved faculty attitudes. There is no simple way to identify promising faculty members; personalities are too complex. Some simple combination of demographic traits is not likely to yield the model two-year college faculty member. Instead, two-year institutions should investigate either the development of a sensitive, accurate screening instrument or a means of educating faculty to the purposes of the two-year college--in other words, the establishment of an institutionally supportive community college faculty role description.

Establishing the best mode for educating faculty to two-year college goals is a difficult task, but it would seem that this experience should ideally precede faculty appointment. Once faculty members are exposed to the biases of their faculty peers, the opportunity for attitude alteration may largely have passed. If, however, prospective two-year college faculty members were

educated to the community college philosophy prior to employment, they might, to a great extent, self-select themselves. In any case, preparing institutions would have the first opportunity to shape the relevant values of these persons.

This strategy suggests some kind of preservice experience in a program explicitly designed for two-year college teachers -- a strategy that runs counter to the credentials regulations of those states which require only subject-matter competence. What would best comprise these experiences--whether courses, seminars, or some other mode--seems less important than the program's goals, which must include faculty acceptance of a redefined community college faculty role. Specific issues to be confronted would be the traditional arguments that open admissions and "institutional quality" are incompatible, that student counseling implies "wet-nursing," that occupational programs are degrading, etc. The reader who is knowledgeable about the purposes of two-year colleges will recognize these to be nonsensical issues.

Having stated the case for pre-service education, it is nevertheless only realistic to recognize the need for changing the attitudes of the present generation of two-year college faculty members. The goals are the same as for preservice orientation, but the mode obviously must vary for persons who teach nine or ten months per year. Hence, we advocate summer programs

funded in ways similar to the National Science Foundation's Summer Institutes. These institutes, which pay stipends to participants, have been enormously successful in upgrading the quality of science instruction in the public schools. The needs of two-year colleges today are hardly less than those of the public school science classroom of the post-Sputnick era.

In summary, we are clearly calling for two-year college faculty members to view their roles in a more enlightened, nonelitist way. There are already far too many institutions seeking to mimic Harvard, and their students are being served rather well. But students who lack the means to attend the more elitist institutions of higher education deserve treatment befitting their special needs and aspirations, whether these efforts signify a transfer to the halls of ivy or self-sufficiency through meaningful employment.

APPENDIX A

Description of Associate Degree Granting Institutions And Their Students

Introduction

Since this study seeks to measure the extent of agreement with the community college philosophy among two-year college faculty members in Pennsylvania, it is appropriate to enter into some discussion of the kinds of institutions under consideration.

There are six generic types of associate degree granting institutions in Pennsylvania.[27] The faculties from only three of these types were queried in this study because the remaining three enroll relatively few students. The three types of institutions surveyed and the number of each were: community colleges (14); private junior colleges (13); and Commonwealth Campuses of The Pennsylvania State University (18). A list of the institutions is included at the end of this appendix.

The Institutions

Considerable diversity is found among the colleges in the Commonwealth that offer associate degrees. Forty-three institutions

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[27] Angelo C. Gillie, *Post-Secondary Occupational Education: An Overview and Strategies* (University Park: The Center for the Study of Higher Education, The Pennsylvania State University, 1970b).

awarded about 8,000 associate degrees in June, 1970.[28] This number is expected to increase sharply in the next several years as the community colleges expand and the number of proprietary schools permitted to grant the associate degree increases. Twenty proprietary type institutions have recently been authorized to offer the two-year degree; this will increase the number of institutions producing associate degree graduates to at least seventy by 1973. Distribution of students is reflected in the September, 1970 enrollment figures. According to those figures the numbers of degree candidates, by type of institution were: community colleges--26,000; junior colleges--4,700; Pennsylvania State University Commonwealth Campuses*--6,700; proprietary schools--3,000.[29]

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*Freshmen and sophomores in liberal arts and sciences and professional schools at the Commonwealth Campuses are considered baccalaureate candidates. The associate degree as such is offered only to those in the career oriented "nontransfer" programs. The baccalaureate candidates transfer into the junior year without receiving an associate degree.

[28]Roger G. Hummel, "Degrees and Other Formal Awards Conferred by Pennsylvania Institutions of Higher Education," *Our Colleges and Universities Today* 8, no. 2 (1971) :48.

[29]Leon R. Calabrese, "Summer and Fall College Enrollments at Pennsylvania Institutions of Higher Education, 1970," *Our Colleges and Universities Today* 8, no. 1 (1970) :35.

Another indication of institutional and program diversity is reflected in the variety of names given to the associate degrees awarded.* Seven different associate degrees are offered by various institutions in the Commonwealth at the present time; they are: 1) Associate of Applied Arts; 2) Associate of Applied Science; 3) Associate of Arts; 4) Associate of Science; 5) Associate of Science Technology; 6) Associate of Science in Business; 7) Associate Degree (in specialized curriculums).

There are differences among the three primary types of colleges in the ways in which they are controlled and financed. The public community colleges obtain their financial support in a manner unlike any other higher education institutions in the Commonwealth. Support for physical facilities is obtained from the student, the community college district, and the state (Pennsylvania Community College Act of 1963--Act 484). Local taxation, based upon real estate assessments, is the means of obtaining local funding.

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*Not indicated in the official figures is the even greater diversity in postsecondary occupational programs that lead to diplomas and certificates (not associate degrees). There are many of these types of curriculums being offered in the Commonwealth, most of them by the large number of proprietary institutions. In 1971, there were 122 licensed private business schools and 126 private trade schools according to the Bureau of Private schools and Veterans Education of The Pennsylvania Department of Education. Therefore, the private sector is providing a considerable input into the postsecondary education effort in the Commonwealth.

The Commonwealth Campuses of The Pennsylvania State University are included in the overall budget of the university without support from direct local taxation. Tuition is higher at the Commonwealth Campuses than at the community colleges, being $675 per year for the Pennsylvania State University and about $350 per year for most of the community colleges in September, 1970.

Seven of the private junior colleges are independent, nonprofit, and another three are Roman Catholic. Each of the remaining three private junior colleges are under other religious affiliations (i.e., Church of Christ, Wesleyan, and Baptist). With one exception, tuition is considerably higher than at the public community colleges. The range is from $960 per year to $1,350 per year, with the exception of the deviant case, where the tuition is a very low $320.

The Students

Community colleges have admission requirements that are more liberal than either of the other two types of institutions. They generally accept high school graduates and other adults who are considered able to profit from the institution's offerings. Most use ACT scores as an aid in the program placement and not for screening purposes.[30] Admission into specific curricula is based

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[30]Robert L. Sheppard, *Pennsylvania Community Colleges 1970-1971: Open Doors to Learning* (Harrisburg: Pennsylvania Department of Education, 1971).

as much upon space availability as upon previous scholastic records and indicated aptitudes.

About 35 percent of community college students are female, and the majority of the applicants live at home, within the region of the school. A sizeable number of students entering the community colleges have experienced interruptions between high school and college. These students most often come from families in the lower middle class sector of the socio-economic spectrum (slightly below that found for the Commonwealth Campuses, which in turn is below that found for students in private junior colleges).

The Commonwealth Campuses tend to be more selective than the other two types of institutions. Quotas are established for each curriculum, and the number of applicants usually exceeds these quotas. Successful applicants have demonstrated adequate preparation for university work as indicated by SAT scores and high school performances. Regular admission is offered first to those with the highest qualifications while applicants with less impressive academic credentials are advised of associate degree programs in their desired areas of study.

The socio-economic background of the typical Commonwealth Campus student is in the middle range,[31] and most students are

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[31]Carl A. Lindsay, et al., *1968 Fall Term Pennsylvania State University Freshman Class: Profiles of Demographic Variables* (University Park: Office of Student Affairs, The Pennsylvania State University, February, 1970).

Pennsylvania residents. The ratio of males to females in associate degree programs exceeds ten to one (3,500 males and 300 females) and the ratio is about two to one in the Commonwealth Campuses as a whole (6,800 males and 3,500 females).* Twenty-one percent of the associate degree candidates are over twenty-one years of age,[32] which indicates a lapse of time between high school graduation and entry to college. This observation, however, does not appear to hold for baccalaureate candidates.

A substantial proportion of students found in private junior colleges come from relatively affluent socio-economic backgrounds; fathers are frequently employed as professional or managerial personnel. Like community college students, the majority live at home, although many are also out of state residents. In fact, in several of the junior colleges, 60 percent or more of the students are from other states. Some of these institutions are coeducational, but many limit their enrollment to female students, so that about 60 percent of the private junior college students are women. The average full-time student is slightly less than eighteen years old upon entry and has gone directly from high school to college without interruption.

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*1970 Figures

[32]Gillie, *Occupational Education.*

Institutional Goals

Both junior colleges and Commonwealth Campuses of The Pennsylvania State University have purposes that overlap those of community colleges. This is evidenced both by statements of purpose and the nature of their students. Thus, although these two-year institutions, with rare exceptions, *do* have goals in support of the community college philosophy, their faculty members might legitimately be expected to hold other views as well. This point must be considered in appraising faculty reactions to the "community college philosophy."

TABLE A-I

PUBLIC COMMUNITY COLLEGES

Name of College	Full-time Enrollment (October, 1969)	Full-time Faculty 1970-71
Bucks County Community College	2271	158
Butler County Community College	757	46
Community College of Allegheny County		
Allegheny Campus	2185	128
Boyce Campus	1604	72
South Campus	1360	55
Community College of Beaver County	750	70
Community College of Delaware County	1301	75
Community College of Philadelphia	3286	230
Harrisburg Area Community College	2257	128
Lehigh County Community College	1197	63
Luzerne County Community College	1200	58
Montgomery County Community College	1605	78
Northampton County Area Community College	1080	78
Williamsport Area Community College	2560	185

TABLE A-II

PENNSYLVANIA STATE UNIVERSITY COMMONWEALTH CAMPUSES

Name of College	Full-Time Enrollment (October, 1969)	Full-Time Faculty 1970-71
Allentown	150	12
Altoona	1287	72
Beaver	748	64
Behrend	1073	69
Berks	507	35
Delaware County	558	41
DuBois	453	26
Fayette	581	40
Hazleton	563	32
McKeesport	788	60
Mont Alto	631	36
New Kensington	410	35
Ogontz	1580	90
Schuylkill	623	36
Shenango Valley	366	24
Wilkes-Barre	420	22
Worthington-Scranton	426	30
York	344	25

TABLE A-III

PRIVATE JUNIOR COLLEGES

Name of College	Full-Time Enrollment (October, 1969)	Full-Time Faculty 1970-71
Ellen Cushing Junior College	168	8
Harcum Junior College	626	35
Keystone Junior College	879	41
Lackawanna Junior College	346	14
Manor Junior College	146	7
Mt. Aloysius Junior College	425	36
Northeastern Christian Junior College	192	7
Peirce Junior College	1164	48
Penn Wesleyan Junior College	71	9
Robert Morris College	3013	96
Sacred Heart Junior College	21	
Spring Garden College	482	50
Valley Forge Military Junior College	207	19

APPENDIX B

Instrumentation

Given the resources available, a mail questionnaire was concluded to be the most appropriate technique for assessing faculty acceptance of the community college philosophy. The decision to use a questionnaire was based upon the view as stated by Kerlinger that survey research methods are appropriate to "obtaining personal social facts, beliefs, and attitudes."[33]

An instrument with face validity and internal reliability was desired. The criteria for defining the "community college philosophy" was extracted from the various pronouncements made by community college practitioners, leaders, and theoreticians as reflected in the literature.

A trial run of the instrument was conducted. Responses from the pretest provided the investigators with insight into the shortcomings of the original design. Based on the feedback, many of the specific items were considerably revised. A general concern, which was never totally resolved, dealt with item format: should items be directly stated so as to obtain straightforward opinions, or should they be indirectly stated in order to reduce idealistic

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[33]Fred N. Kerlinger, *Foundations of Behavioral Research* (New York: Holt, Rinehart and Winston, 1964), p. 406.

tendencies on the part of respondents? The research literature was not very helpful on this point and the final questionnaire combined both approaches. Ambivalence on a few items did result.

The response rate of 86 percent coupled with a negative finding on a trend analysis of responses by the three follow-up waves largely eliminated response rate bias, the greatest threat to survey external validity.[34] Internal reliability was found to be .76.

The most important threat to internal validity in this survey involves the relationship between what people say and what they do. As one answers a questionnaire he may easily "idealize" himself so that his responses represent how he perceives himself more than they reflect his actual behavior.* Therefore it was necessary to establish an external criterion measure to validate written responses. Direct observation of respondents' behavior by a single judge could have been used; however, resources did

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*Kerlinger (p. 408) tends to minimize this possibility as does Parten (p. 486), who states that surveys, on the whole, tend to correlate fairly closely with overt behavior, official records, or data secured through carefully controlled experiments. Parten has also shown, however, that in cases where the respondent's ego is involved there is a constant tendency to overstate (p. 490).

[34]Kerlinger, *Foundations of Behavioral Research*, p. 397; Mildred Parten, *Surveys, Polls, and Samples* (New York: Harper and Brothers, 1950), pp. 391-402; and William Josiah Goode and Paul K. Hatt, *Methods in Social Research* (New York: McGraw-Hill, 1952), Chap. 12.

not permit this approach, which has questionable validity anyhow. Another strategy suggested in the literature is the interviewing of a subsample of respondents. This mode of validation was eliminated from consideration because it is susceptible to the same sort of idealization as the first method. The method of validation selected was to gain presidents' ratings of their faculty members' behaviors as they reflect the two-year college philosophy. Surprisingly perhaps, presidents rated faculty *actions* in support of the community college philosophy slightly higher than faculty assessed their own views.

FACULTY OPINIONNAIRE

1. Type of institution:

   93 Commonwealth Campus
   85 Community College
   80 Junior College

2. Age:

   76 30 or under
   134 31 - 49
   48 50 or over

3. Highest degree held:

   8 No college degree
   5 Associate
   29 Bachelor's
   182 Master's
   34 Doctorate

4. With which group do you most closely identify?

   79 Vocational-technical staff
   136 Liberal arts staff
   43 Neither, cannot classify
   (Explain: _____)

Please circle the response to the right of the statement which best describes your reaction to the statement.

SA - Strongly Agree
A - Agree
AR - Agree with Reservation
DR - Disagree with Reservation
D - Disagree
SD - Strongly Disagree

			Mean[a]	SD
11.	Our admission standards are too low.	SA A AR DR D SD	3.62	1.24
12.	Occupationally oriented students cause the quality of our overall program to suffer.	SA A AR DR D SD	4.51*	1.18
13.	The cultural beckgrounds of our students negatively affect our institution.	SA A AR DR D SD	4.29*	1.33

			Mean[a]	SD
14.	Even in the occupational curricula, faculty members should have a minimum of a master's degree in their teaching areas.	SA A AR DR D SD	3.38	1.64
15.	Our institution goes too far in seeking to recruit faculty members who will be sympathetic to our lower ability students.	SA A AR DR D SD	4.95*	.94
16.	This institution should practice open admissions by admitting all applicants who are above a certain age.	SA A AR DR D SD	2.48*	1.56
17.	There tends to be too much stress in this institution on quantity of students and not enough on quality of students.	SA A AR DR D SD	3.74*	1.44
18.	Grading standards of our faculty are too liberal; i.e., a considerable number of faculty members are easy graders.	SA A AR DR D SD	3.98*	1.19
19.	Our curricula should be more "academic"; i.e., they should be more intellectual than practical.	SA A AR DR D SD	4.05*	1.20
20.	Our institutional offerings should be heavily balanced in favor of occupational programs.	SA A AR DR D SD	2.87*	1.30
21.	Too many faculty members allow submarginal students to pass their courses.	SA A AR DR D SD	3.79*	1.29
22.	Our staff is overly concerned with the student retention rate.	SA A AR DR D SD	4.16	1.19
23.	The primary responsibility of our institution is to serve the educational and training needs of our local citizens.	SA A AR DR D SD	4.00*	1.46
24.	Most two-year institutions tend to be too much like high schools.	SA A AR DR D SD	3.66	1.38
25.	The overall quality of our students is such that our institution is adversely affected.	SA A AR DR D SD	4.26*	1.18
26.	Involvement in research should be requisite to faculty promotion.	SA A AR DR D SD	4.90*	1.17
27.	Too many of our present students have jobs that interfere with their studies.	SA A AR DR D SD	3.27*	1.40
28.	Too many faculty members fail to understand our students who are vocationally oriented.	SA A AR DR D SD	3.26*	1.28

			Mean[a]	SD
29.	Too many faculty members don't empathize with our students who lack in academic ability.	SA A AR DR D SD	3.09*	1.20
30.	The administration talks too much about "working with the students to insure their success."	SA A AR DR D SD	4.35*	1.16
31.	Publishing in the professional literature should be requisite to faculty promotion.	SA A AR DR D SD	4.95*	1.01
32.	Teaching the kinds of students who will go on to good four-year colleges and universities should be our primary consideration.	SA A AR DR D SD	4.11*	1.30
33.	Occupational education students should be required to take the same general education courses as transfer program students.	SA A AR DR D SD	3.65	1.34
34.	Transfer curricula is overemphasized in two-year institutions.	SA A AR DR D SD	2.83*	1.15
35.	Our institution should offer lower level skill curricula, such as cosmetology, welding, nurse's aiding, etc.	SA A AR DR D SD	2.27*	1.43

Please use the space below for any comments you wish to make regarding the opinionnaire. Thank you very much for your assistance.

NOTES:

1. The mean score for all items taken together is significantly different from the neutral position of 3.5 ($t=9.05$, $p>.05$).
2. [a]Consider all item means to have a possible range of from 1 to 6 with 3.5 as the neutral position. Scores have been altered so that the higher scores always represent a positive reaction to the community college philosophy.
3. *Significantly different from 3.5

APPENDIX C

One-Way Analysis of Variance of
Independent Variables and Three Factors

Independent Variables	N	%	Means: Factor I Standards	Means: Factor II Goals	Means: Factor III Faculty Role
1. Type of Institution					
A. Commonwealth Campuses	93	36.1	0.0447	-0.4247[1]	-0.0268
B. Community Colleges	85	32.9	-0.0769	0.8140	0.0136
C. Private Junior Colleges	80	31.0	0.0298	-0.3711	0.0167
2. Age					
A. 30 and under	76	29.5	0.2863[2]	0.0104	-0.1305
B. 31 - 49	134	51.9	-0.0685	0.0271	0.0237
C. 50 and over	48	18.6	-0.2621	-0.0918	0.1405
3. Highest Degree Held					
A. No Degree	8	3.2	0.6237	-0.1899[3]	0.0819
B. Associate	5	1.9	0.0900	-0.5391	0.0590
C. Bachelor's	29	11.2	-0.0397	0.1655	-0.0921
D. Master's	182	70.5	0.0622	0.0083	0.4304
E. Doctorate	34	13.2	-0.0936	-1.7288	0.0024
4. Reference Group					
A. Vocational-Technical Faculty	79	30.6	-0.0626	0.4843[4]	0.0611
B. Liberal Arts Faculty	136	52.7	0.1034	-0.4363	-0.0918
C. Neither	43	16.7	-0.2120	0.4903	0.1780

[1] $F = 38.28$; $\omega^2 = .23$
[2] $F = 4.56$; $\omega^2 = .03$
[3] $F = 7.26$; $\omega^2 = .10$
[4] $F = 22.55$; $\omega^2 = .15$

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